

South Dakota Department of Education

Aspiration and Goals

College, Career and Life Ready

All students graduate college, career and life ready.



STRATEGIC PLAN

Updated: Nov. 12, 2018

The South Dakota Department of Education’s aspiration is for all students to leave the K-12 education system **College, Career and Life Ready**. Recognizing that students will pursue a variety of paths following high school graduation, South Dakota has high expectations for all students. SD DOE focuses its efforts and resources towards ensuring quality educational and work-based learning opportunities and ongoing improvement of student outcomes – either through support of educators and school leaders, or directly with students. With the implementation of the Every Student Succeeds Act, South Dakota has had the opportunity to align its state plan, required under ESSA, with SD DOE’s strategic plan and the aspiration of college, career and life readiness for all students.

Goals and Strategies

SD DOE is focused on a series of **goals** to achieve this aspiration. These goals are:

- Students enter 4th grade proficient in reading;
- Students enter 9th grade proficient in math;
- Native American students see increased academic success;
- Students graduate high school ready for postsecondary and the workforce.

In addition, SD DOE has identified these foundational supports necessary to achieving the aspiration and goals:

- Students have access to high quality standards and instruction;
- Students are supported by effective teachers and leaders;
- School environments are safe and conducive to learning.

Goal 1: Students enter 4th grade proficient in reading

This goal focuses on helping students attain reading proficiency by the beginning of 4th grade, as measured by the annual Smarter Balanced Assessment Consortium (SBAC) test. The research is clear that children who are not reading proficiently in the early grades are more likely to drop out of school or fail to graduate on time.

The focused strategies to achieve this goal are:

- Implement early intervention strategies so students enter kindergarten prepared to learn
- Improve instructional practices in K-8 classrooms
 - Provide support to schools choosing to implement multi-tiered systems of support
 - Support instructional coaching for teachers / school leaders in targeted schools through the State Professional Development Grant
 - Increase awareness of, and strategies for assisting struggling readers, including those with dyslexia
- Support and promote year-round reading, in part to prevent the effects of “summer slide.”

Goal 2: Students enter 9th grade proficient in math

This goal supports and promotes an increase of knowledge and skills for teaching staff, to enable them to better address the needs of students in achieving math proficiency as measured by the SBAC test. A firm grasp of math is necessary throughout a student’s academic career, because concepts build upon one another and become increasingly complex. Research clearly indicates a correlation between high school students who take higher-level math courses and success at the postsecondary level.

The focused strategies to achieve this goal are:

- Increase data usage by, and content and pedagogy knowledge, of math teachers
 - Provide support through SD Counts Program (federal grant ended Sept 2017)
- Build capacity of math educators through year-long professional development
 - SDMath-SDScience Leadership program
 - Math virtual coaching

Goal 3: Increase the academic success of American Indian students

This goal puts a special focus on the state's largest subgroup of students. American Indian students make up 11.3 percent (SY 2015-16) of the public school student population, and it is a subgroup that has historically underperformed its peers on traditional metrics. Many of these young people face unique challenges, including struggles with poverty. The connections between poverty and lower academic achievement have been well documented.

The focused strategies to achieve this goal are:

- Implement the recommendations of the Native American Student Achievement Advisory Council:
 - Establish three pilot schools with the goal of redesigning the educational experience to improve achievement levels and graduation rates
 - Promote the use of / training around the Oceti Sakowin Essential Understandings
 - Establish initiatives to support recruitment and retention of high quality teachers, including a scholarship program designed to assist paraprofessionals working in schools with high Native populations to earn their teaching degrees
 - Conduct an annual review of relevant data to understand: 1) where the greatest challenges exist, and 2) where progress is being made so successful efforts can be studied and replicated
- Host the annual Indian Education Summit to provide professional development for educators and entities serving Native American students, and to promote awareness of best practices

Goal 4: Students graduate high school ready for postsecondary or the workforce

Growing global competition makes it critical that students graduate from high school fully prepared for the challenges of postsecondary, work and life in a knowledge-based economy. This goal promotes the preparation of students for postsecondary experiences of all kinds, including technical institutes, universities and the military. Some of the measures used for tracking progress in this area are graduation and completion rates, achievement of the National Career Readiness Certificate (NCRC), ACT scores and remediation rates.

The focused strategies to achieve this goal are:

- Provide programming and support for personalized learning opportunities at the high school level
 - Supporting schools implementing mass customized learning model
 - State's low-cost dual credit program
 - State's college readiness/remediation initiative
- Support and promote career development with a focus on career exploration through SDMyLife.com
- Support and promote quality and availability of approved career and technical education programs
- Engage in Career Launch initiative with Department of Labor and Regulation to provide career counseling and develop work-based learning opportunities for students in participating districts
- Provide support and leadership for the Jobs for America's Graduates program, which supports at-risk students

Foundational Supports

Foundational supports are elements that are basic and critical to the educational experience and are an ongoing focus of SD DOE.

Support 1: Students have access to high quality standards and instruction

The focused strategies related to Support 1 are:

- Engage in regular review of academic content standards to ensure expectations for student learning are robust, relevant and consistent;

- Provide training and resources for teachers to understand and apply standards in a manner that engages students and promotes mastery of the standards, including making connections between the Oceti Sakowin standards and content area standards

Support 2: Students are supported by effective teachers and leaders

The focused strategies related to Support 2 are:

- Develop and provide support for models of teacher and principal evaluation focused on continuous professional growth
- Create a mentoring program designed to support 1st and 2nd year teachers and prevent turn-over, including an annual face-to-face event
- Support the development of principals who are strong instructional leaders through programs such as Aspiring School Leaders and the Board of Regents' Ed Admin redesign efforts
- Provide year-long professional learning for school leadership teams around systems thinking, change and equity
- Provide year-long support for teachers of multi-grade classrooms (e.g., colony or rural schools)

Support 3: The school environment is safe and conducive to learning

The focused strategies related to Support 3 are:

- Work with schools to implement Positive Behavioral Intervention Services
- Provide regular training to schools around civil rights issues, including bullying and harassment
- Develop resources / process for suicide awareness training for all educators
- Work with pilot districts through Project AWARE (Advancing Wellness and Resilience Education) grant to:
 - 1) raise awareness among educators and communities regarding youth mental health issues, and
 - 2) fund a tiered system of training and services for school-aged youth and school communities in need of mental health supports

Priority Area

While SD DOE continues multiple efforts on implementing the strategies noted previously, we have determined that a current priority area to support achievement of the aspiration and goals is:

Support an increase in student attendance, especially in low performing schools.

The focused strategies and action steps for this priority area are:

1. Identify and select the “target” schools that would most benefit from the strategies in this priority area
2. Support a public service campaign to address student attendance
 - Partner with ASBSD and Parent Resource Network to distribute information
 - Include attendance information in school communications packets for 2016-17
 - Deliver messaging in conjunction with High School Activities Association major events
3. Promote successful practices and support schools in identifying the resources that could best support increasing and maintaining good student attendance
 - Provide training for School Support Staff (SST) to help address attendance issues
 - Develop a Needs Assessment that could be used by schools and districts
 - Utilize the Early Warning Report in STARS

Data

SD DOE is committed to making data-driven decisions. With that, there is an emphasis department-wide on ensuring the quality, consistency and security of data gathered through statewide processes. SD DOE will use the following measures to determine progress toward meeting our aspiration and goals:

1. English language arts proficiency rate on SBAC
2. Math proficiency rate on SBAC
3. 4-year cohort graduation rate (high schools)
4. College readiness rates (as measured by ACT, SBAC and Accuplacer performance)
5. Workforce readiness rates (as measured by NCRC performance)
6. Attendance rates (elementary & middle schools)
7. English language arts growth rate – SBAC (elementary & middle schools)
8. Math growth rate – SBAC (elementary & middle schools)

Additional indicators may include:

1. Achievement gap (gap vs. non-gap groups) / Achievement in low performing schools
2. Completion rate (high schools)
3. Student participation and success in state's dual credit program
4. Student participation and success in Jobs for America's Graduates program

See baseline data and 5- and 10-year targets.

Note: 2018 data on following charts/graphs is preliminary.

Long-Term Goals*

English Language Arts Proficiency Rates (students scoring at Levels 3 & 4 on state test)											
		2015		2016		2017		2018		Five and Ten Year Goals	
		Number of Students Tested	Proficiency Rate	2022-23	2027-28						
GRADE 3	Native American Students	1196	17.81%	1284	19.47%	1244	18.01%	1151	19.20%	54.44%	66.38%
	Non-Native American Students	8839	53.00%	9253	55.19%	9284	52.54%	9098	55.56%	60.97%	66.38%
	All Students	10035	48.81%	10537	50.84%	10528	48.46%	10249	51.48%	54.44%	66.38%

Math Proficiency Rates (students scoring at Levels 3 & 4 on state test)											
		2015		2016		2017		2018		Five and Ten Year Goals	
		Number of Students Tested	Proficiency Rate	2022-23	2027-28						
GRADE 8	Native American Students	1047	11.56%	1055	13.65%	1040	11.83%	1030	16.12%	44.74%	57.14%
	Non-Native American Students	8011	42.87%	8198	46.27%	8412	47.42%	8663	51.51%	54.33%	57.14%
	All Students	9058	39.25%	9253	42.55%	9452	43.50%	9693	47.75%	52.45%	57.14%

4-Year Cohort Graduation Rates														
	2013		2014		2015		2016		2017		2018		Five and Ten Year Goals	
	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate	2022-23	2027-28
Native American Students	988	50.40%	1004	48.01%	950	49.68%	941	50.80%	1039	50.05%	1015	48.67%	92.31%	96.30%
Non-Native American Students	8432	87.00%	8317	87.50%	8348	87.84%	9145	87.69%	8286	87.97%	8561	87.40%	92.31%	96.30%
All Students	9420	83.16%	9321	83.24%	9298	83.94%	9086	83.87%	9325	83.74%	9576	83.33%	92.31%	96.30%

College Readiness Rates of Prior Year's Graduating Class (based on best ACT score 2013-2015; SBAC, ACT or Accuplacer 2016-2018)															
		2013		2014		2015		2016		2017		2018		Five and Ten Year Goals	
		Number of Students Testing	Rate	2022-23	2027-28										
English Assessment Ready	Native American Students	260	45.38%	312	46.79%	318	46.86%	334	38.92%	492	26.83%	617	36.95%	70.97%	78.57%
	Non-Native American Students	5496	78.17%	5536	76.91%	5546	77.41%	5771	74.32%	7151	72.21%	7437	71.63%	75.09%	78.57%
	All Students	5756	76.69%	5848	75.31%	5864	75.75%	6105	72.38%	7645	70.73%	8054	68.98%	70.97%	78.57%
Math Assessment Ready	Native American Students	260	35.38%	312	33.97%	318	35.53%	312	27.88%	492	26.83%	617	17.34%	55.56%	67.97%
	Non-Native American Students	5496	69.67%	5536	68.89%	5546	69.02%	5652	67.59%	7140	57.40%	7455	56.10%	62.04%	67.97%
	All Students	5753	68.12%	5848	67.03%	5864	67.21%	5964	65.51%	7632	55.44%	8072	53.13%	55.56%	67.97%

Workforce Readiness (National Career Readiness Certificate; Students Achieving Bronze for 2015 - 2017, Silver for 2018)									
							Five and Ten Year Goals		
	2013	2014	2015	2016	2017	2018	2022-23		2027-28
# of Students Completing WorkKeys tests	1500	2055	2624	3665	3368	3740	N/A		N/A
% of Students Earning Certificate	91.73%	91.78%	92.80%	93.86%	94.12%	80.64%	96.68%		98.75%

*2018 data is preliminary

Long-Term Goals continued*

Elementary and Middle School Attendance Rates (94% for 2015-2017, 90% and FAY for 2018)											
		2015		2016		2017		2018		Five and Ten Year Goals	
		Number of Students Included	Rate	2022-23	2027-28						
% of Students Meeting Attendance Benchmark	Native American Students	13818	54.31%	3786	53.37%	13721	52.93%	10629	75.60%	83.72%	90.29%
	Non-Native American Students	86206	83.72%	87408	84.47%	88797	83.39%	83949	95.39%	97.16%	98.93%
	All Students	100024	79.66%	10194	80.23%	10159	79.60%	94578	93.17%	95.79%	98.42%

Elementary and Middle School English Language Arts Growth Rates										
		2016		2017		2018		Five and Ten Year Goals		
		Number of Students	Proficiency Rate	Number of Students	Proficiency Rate	Number of Students	Proficiency Rate	2022-23	2027-28	
Students who met Growth in English Language Arts	Native American Students	5514	36.54%	5452	34.23%	5154	36.36%	55.83%	63.68%	
	Non-Native American Students	41640	59.63%	43032	58.41%	43857	61.50%	62.59%	63.68%	
	All Students	47154	56.93%	48484	55.69%	49011	58.86%	61.27%	63.68%	

Elementary and Middle School Math Growth Rates										
		2016		2017		2018		Five and Ten Year Goals		
		Number of Students	Proficiency Rate	Number of Students	Proficiency Rate	Number of Students	Proficiency Rate	2022-23	2027-28	
Students who met Growth in Math	Native American Students	5499	30.57%	5454	28.84%	5156	29.95%	51.24%	62.03%	
	Non-Native American Students	41746	53.72%	43107	55.84%	43962	55.88%	58.96%	62.03%	
	All Students	47245	51.02%	48561	52.81%	49118	53.16%	57.59%	62.03%	

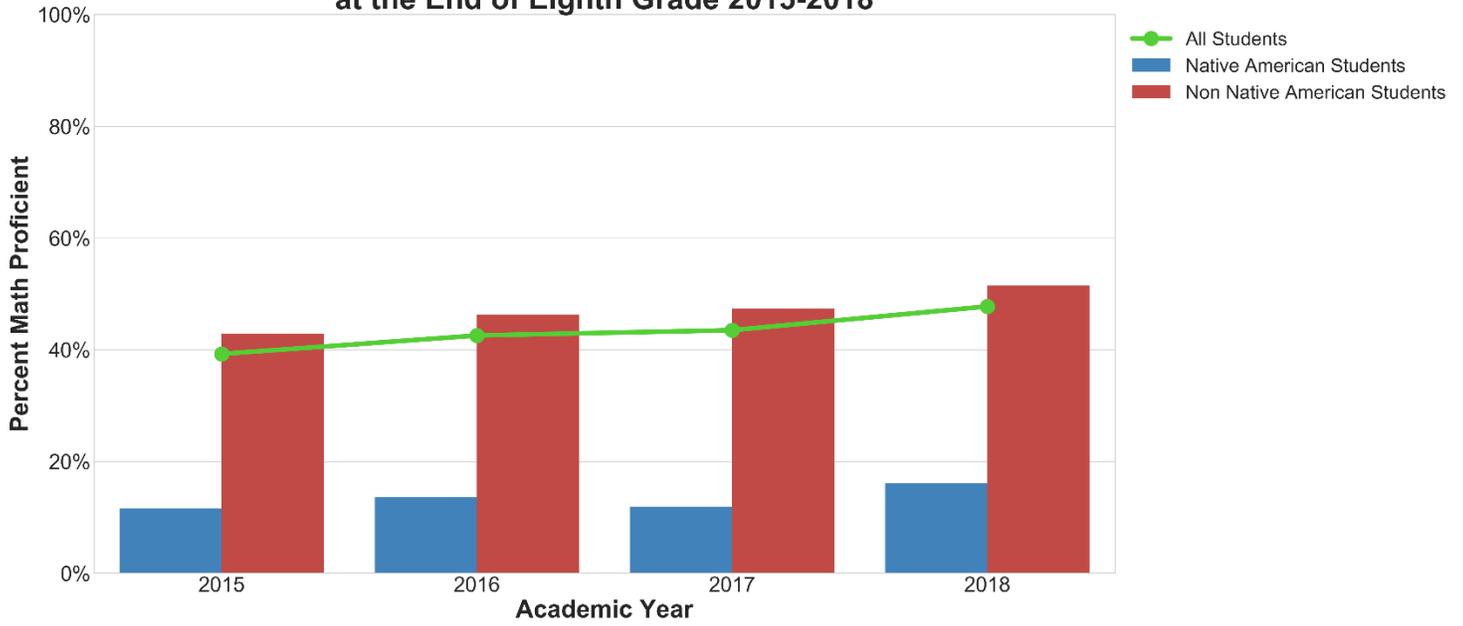
*2018 data is preliminary

**Percentage of Students Proficient in ELA
at the End of Third Grade 2015-2018**



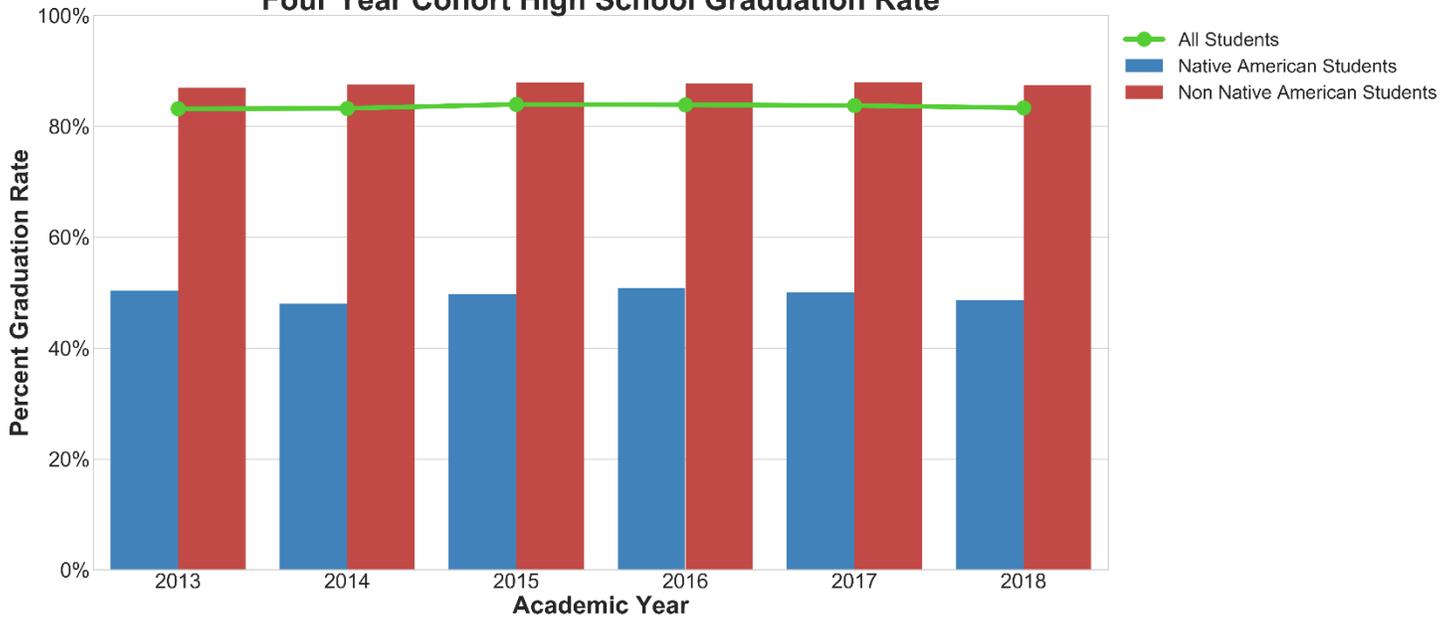
	Native American Students	Non Native American Students	All Students
2015	17.81	53.00	48.81
2016	19.47	55.19	50.84
2017	18.01	52.54	48.46
2018*	19.20	55.56	51.48

**Percentage of Students Proficient in Mathematics
at the End of Eighth Grade 2015-2018**



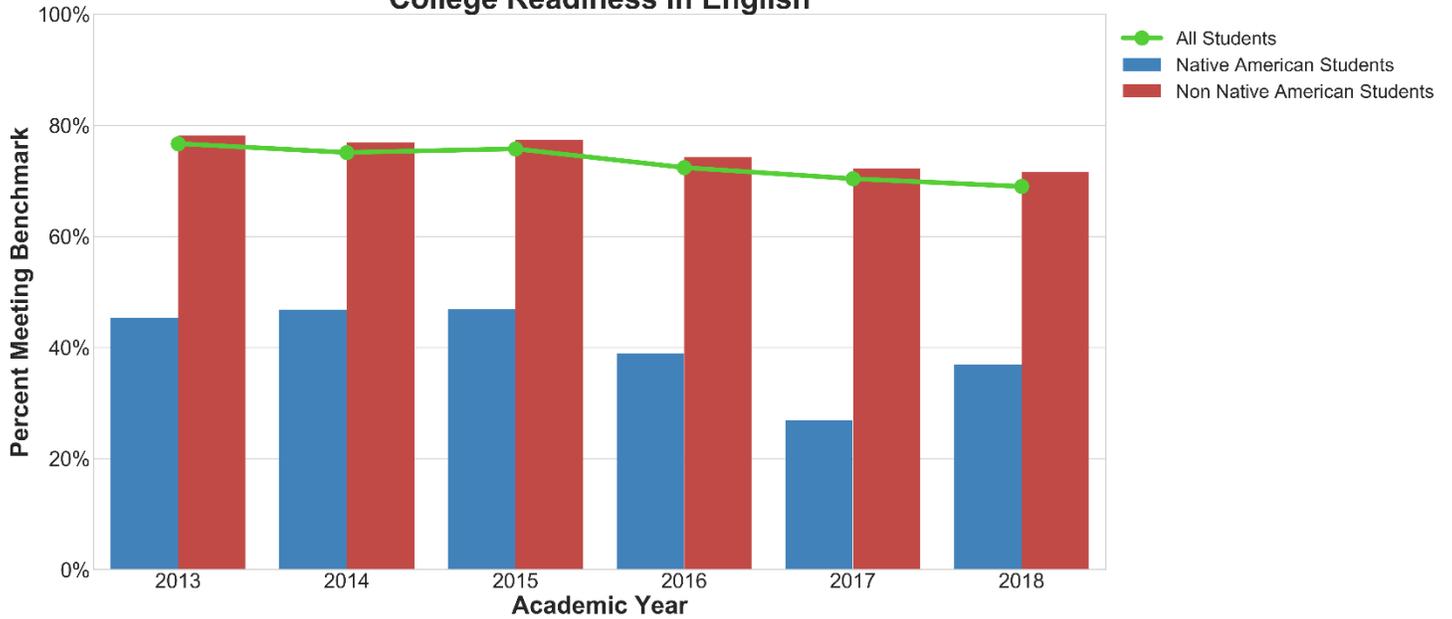
	Native American Students	Non Native American Students	All Students
2015	11.56	42.87	39.25
2016	13.65	46.27	42.55
2017	11.83	47.42	43.50
2018*	16.12	51.51	47.75

Four Year Cohort High School Graduation Rate



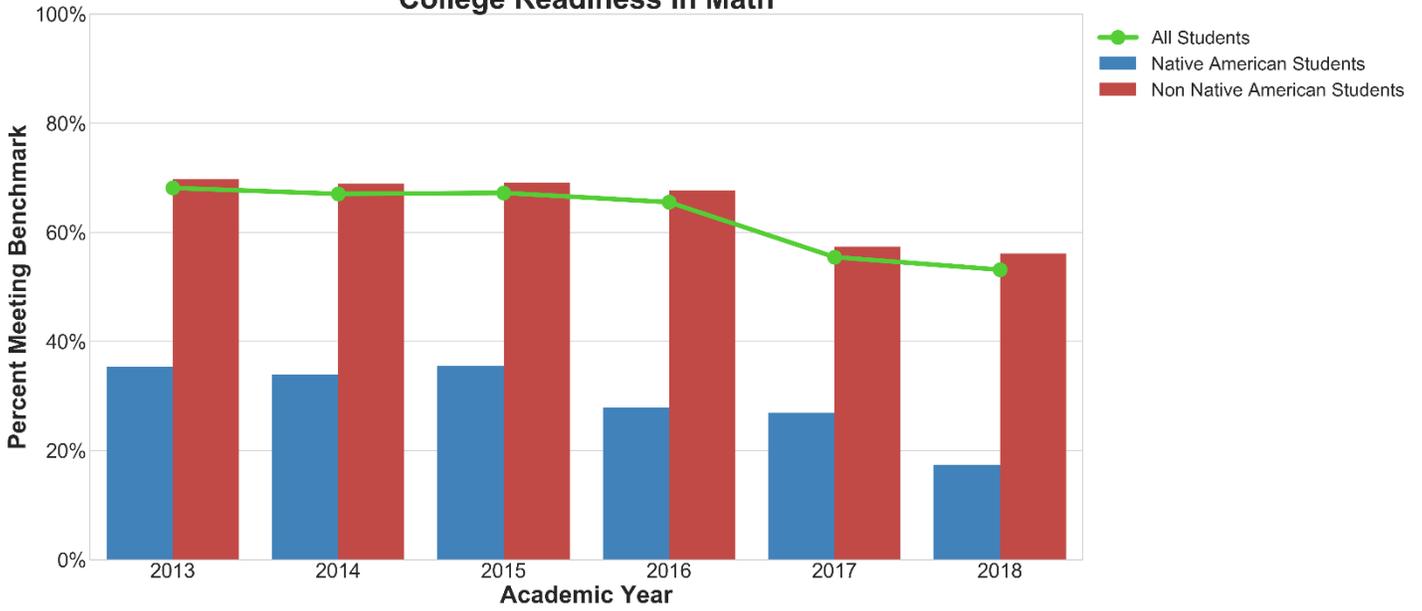
	Native American Students	Non Native American Students	All Students
2013	50.40	87.00	83.16
2014	48.01	87.50	83.24
2015	49.68	87.84	83.94
2016	50.80	87.69	83.87
2017	50.05	87.97	83.74
2018*	48.67	87.40	83.33

Percent of Prior Year Graduating Class Meeting College Readiness in English



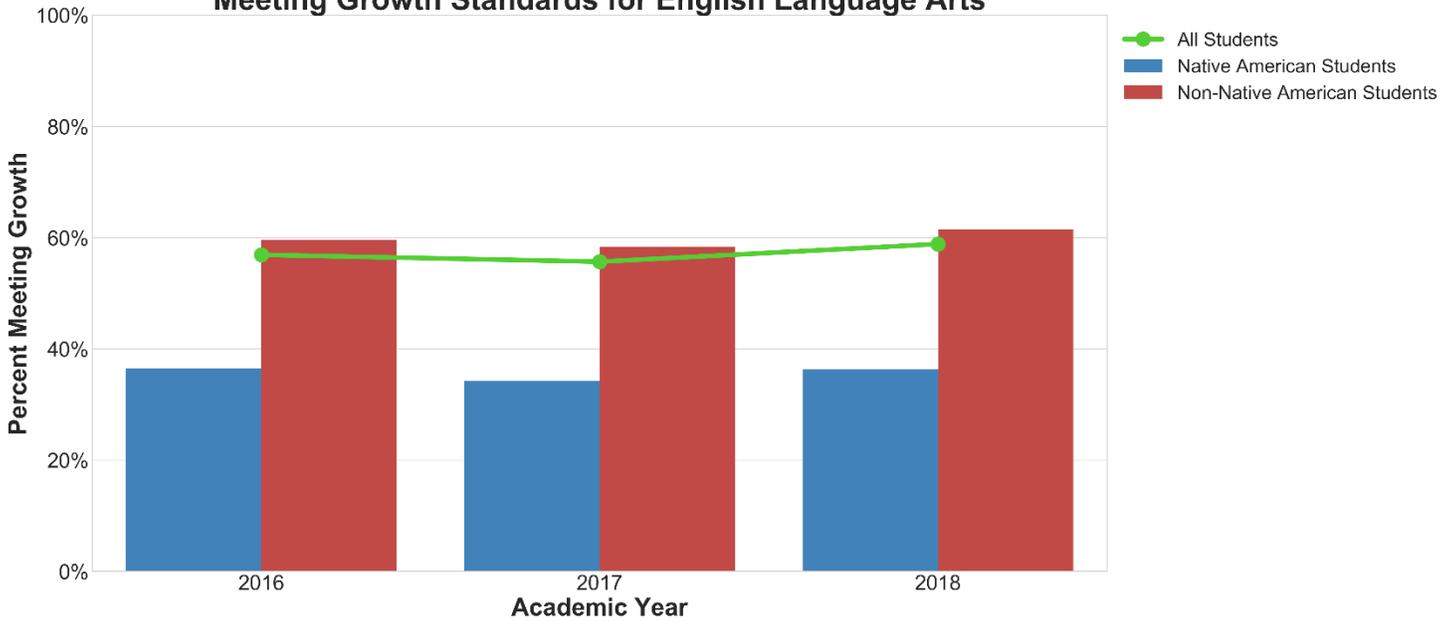
	Native American Students	Non Native American Students	All Students
2013	45.38%	78.17%	76.69%
2014	46.79%	76.91%	75.31%
2015	46.86%	77.41%	75.75%
2016	38.92%	74.32%	72.38%
2017	26.83%	72.21%	70.73%
2018*	36.95%	71.63%	68.98%

Percent of Prior Year Graduating Class Meeting College Readiness in Math



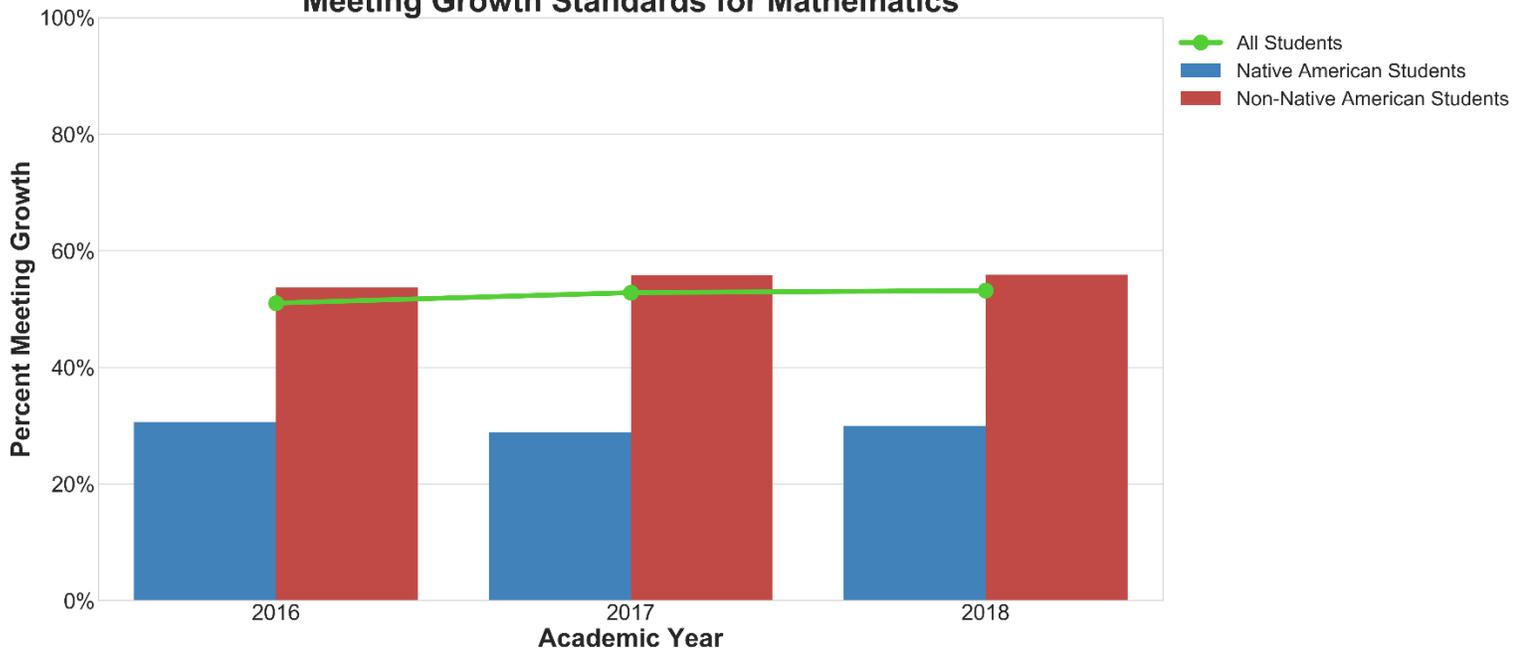
	Native American Students	Non Native American Students	All Students
2013	35.38%	69.67%	68.12%
2014	33.97%	68.89%	67.03%
2015	35.53%	69.02%	67.21%
2016	27.88%	67.59%	65.51%
2017	26.83%	57.40%	55.44%
2018*	17.34%	56.10%	53.13%

Percent of Elementary and Middle School Students Meeting Growth Standards for English Language Arts



	Native American Students	Non Native American Students	All Students
2016	36.54	59.63	56.93
2017	34.23	58.41	55.69
2018*	36.36	61.50	58.86

Percent of Elementary and Middle School Students Meeting Growth Standards for Mathematics



	Native American Students	Non Native American Students	All Students
2016	30.57	53.72	51.02
2017	28.84	55.84	52.81
2018*	29.95	55.88	53.16